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ABSTRACT

This booklet addresses student membership on local boards of education. It is intended to serve as guide for boards considering adding youth to their membership. It discusses the following topics: (1) the benefits to both students and the board of youth serving as board members; (2) researching issues before accepting students on boards; (3) establishing the type of student commitment the board needs to fulfill its mission; (4) creating a structure for student membership, which includes researching any legal roadblocks, creating a student candidacy, developing roles and responsibilities for board members, and creating an inviting environment for youth; and (5) assessing the board members' performance and involvement. Included in the booklet are models for student board membership from school districts in Alaska, Maryland, and Oregon, where student board membership has proved effective. The models include background and history of student board membership in each of the three districts and excerpts from policy documents establishing and governing student board membership. The booklet also contains sample assessment instruments for both adult and youth board members and a short list of additional resources. (WFA)

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Effective Student Board Membership.

Corey Rennell

April 2003

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EFFECTIVE STUDENT BOARD MEMBERSHIP

COREY RENNELL

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COREY RENNELL

A NATIONAL SCHOOL BOARD ASSOCIATION PUBLICATION

·NSBA·

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INTRODUCTION

Congratulations! By opening this book you have joined millions of other Americans now recognizing the importance and the value of involving youth in decision-making and governance. No longer are youth finding leadership in only school clubs and sports, the leaders of tomorrow are already beginning to be the leaders of today.

What has for centuries remained a tremendous 'untapped resource;' the opportunity to gain a prescient insight into the effects of our decisions will have unsubstantiated benefits.

That is why School Boards across the nation, like your own, are considering or have already implemented student membership.

It is assigned the responsibility of School Boards, school administrations, and most specifically teachers to guide students to greater understanding. Yet imagine the acceleration of the learning process when students begin to teach themselves.

As Americans we have unique access to the most successful democratic system in the world. We live in a nation where everyone has a voice, and life, liberty, and the pursuit of happiness are in fact rights, and not just privileges. We live in a nation where the proletariat determines their own destiny, and through youth we can now effectively see every possible destination and the most progressive, benevolent, and optimal one for ourselves and our future.

In American nature, I would leave you, or shall I say I would welcome you with the blessing of 'Carpe Diem' and bid you to 'Seize the Day.' However, in this context, in the foreground of such a revolutionary unification between the future and the present I bid you not to seize the day but to 'Seize Tomorrow'.

You have taken the first and largest step toward effective student membership on your School Board and what lies in the following pages is a step-by-step guide to lead you to the most efficient, successful, and effective student-board relationship you have already begun to create.

Thank you so much for your investment, your dedication, and your faith in the youth of America, because it is the decisions you make today to unite youth that will define the successes of our future.

Carpe Cras!

Corey Rennell
Past Student Member of the Anchorage School Board

BENEFITS OF STUDENT BOARD MEMBERSHIP

In establishing a Student Member position on a School Board, the hardest obstacle seems to arise not in the logistical, legal, or specific establishment, but in agreeing as a board for a position to be established.

Often times, because youth are naturally less accustomed to the bureaucratic process and often have less experience with public policy it is hard to imagine that a School Board would in any way benefit from the presence of a youth.

To compound this resistance to student membership, the most frequent stories that appear in the media related to youth are negative. Consequently youth are often portrayed as nuisances instead of assets deterring further establishment of a youth position.

Nevertheless, Student Board Membership is a rising trend and School Boards across the nation are realizing the numerous benefits to having a student presence.

Every Board will experience varying benefits depending on the level of responsibility awarded to the student member, the legalities imposed, and any other complications and additions, however, there are many benefits that you will surely encounter and appreciate.

Whether with the fellow School Board associates or with the public most likely enacting this type of change will take some discussion and because the School Board is a publicly elected board responsible for educating youth, changes of this nature will seldom pass unnoticed. The following list of talking points has been included for discussions and advocacy.

Talking Points:

- Youth have new and different perspectives. Although I just listed your qualifications versus the youth's as a downside, in many cases, the level of youth experience can in fact be a benefit. Where you have been involved in the organization for sometime, know its procedures, have a set concept of how it works and where you are going, a youth will be able to bring an objective perspective to your board. In a matter of words, youth haven't had the chance to be 'bogged down by the system,' and are naturally more open to new ideas, broader concepts, and a variety of new ways to look at things. In addition, teens have been brought up in a different generation, in different times, and have been exposed to different experiences. Thus they will bring an outlook, unmatchable in any other demographic to your board. Although not a very quantifiable benefit, I guarantee this aspect will be your greatest asset.

- Youth make it more fun. What people forget many times, is that work goes smoother when you are having fun, and youth will definitely help you achieve that. Even though you have to constantly worry about public satisfaction, reelection, finances, lawsuits, and other management issues, youth are fairly carefree and have many less volatile responsibilities. Consequently, the atmosphere they will bring to your commission will be high strung, care free, and enthusiastic which will definitely improve the efficiency and personal enjoyment you receive from your board.

- Youth keep adults on their toes. When adults are working in the presence of adolescents, the adults are naturally more responsible. It may not appear as a valid argument, but it's true; having a youth on your commission is going to cause you to be more responsible, focused, and efficient in your work.

- Youth ask clarifying questions. Whereas many adults are hesitant to ask clarifying questions and anxious that they might make them appear inept or unskilled, youth hardly ever hesitate to ask if they don't understand something. Most often when people are confused, they are not alone, and youth serve as the medium for clarification. This will also aid in removing jargon and making statements, especially in public meetings, more transparent and understandable.

- Youth care more when they are involved. Having a youth on your board is going to create a direct link from the decisions you make to the youth of your community, which is a tremendous asset to a type of board so directly concerned with youth development. Although it goes unsaid, youth feel that adults force them to abide by rules they don't like. Yet many times, as youth are experiencing the adolescent rebellious periods in their lives, the only reasons they show hostility to adult decisions, specifically those of the School Board in this instance, is because they aren't included in them. When youth are given responsibilities, commitment is suddenly manifested. Involving youth in their own determinations will instantly commit them not only to their own education, but also to the decisions of your Board.

- Youth can advise you of the views of their constituency. Having a youth on your board will initiate a sense of ownership among youth in your constituency. This creates an apparent link between the decisions you make and how youth interpret them. Many times, laws are passed or ordinances are approved that youth do not appreciate. In our normal bureaucracy, the unpopular ordinance would develop hostility to your organization in teen populations, but instead, with a youth on the board that was part of the passage of the ordinance, teens can no longer just blame you, because they are part of your organization. Through this student representation, unpopular decisions can be prevented, as your representative can tell you whether or not your decision is favorable to youth populations and the response it will create. This alone will further remove the 'trial and error' aspect of the decision making process and provide you an unprecedented intuitive mechanism toward decisions effecting youth.

- Youth provide you with great public relations. Although it is secondary to policymaking benefits, having an enthusiastic youth on your board will provide excellent public relations for your organization and will strengthen community support. The more diverse your representation, naturally the more respected you are. To add to this, youth are a tremendous untapped voting resource and demonstration of youth advocacy is always a demonstration of commitment to youth voters. To add to this, the media often listens to youth more than adults, as outspoken youth

perspectives are often unique and frequently publicized, providing more positive advertising of your board's effective determinations.

- Youth will be initiated into the process. Having a youth on your board will provide vocational, civics, public speaking, problem solving, and organizational training for the youth on your board. To add to this, personal experiences on your board may cause your student to enter the career of public service, government, administration, and possibly even go on to work for you. Not to mention, your board will provide invaluable assets to your youth constituents both involved in the policymaking and being effected by the effective policy.

- Youth are the recipients of the education. In most businesses, organizations, and transactions, feedback from the recipient of the service is some of the most valuable data to collect. That is why airlines, hotels, auto services, science centers, and even some restaurants encourage public response through written or verbal communication. It only makes sense as a prescient preventative intuition into future complications and as a quality barometer as to the extent of current services to receive feedback from the recipients of the educational services.

Ultimately establishing student membership in a school board demonstrates to students that their community takes an active interest in their future and the development of their successes.

A age old question among School Boards and School Board Members--and it originates from social professions, to teachers, and even parents as well-- is why capable students succeed and fail. What distinguishes one student from another in academic performance, scholastic ability, motivation, and dedication?

According to the SEARCH Institute all it comes down to is what they call Assets: supporting people or activities in the life of a youth. It is not the bank accounts, connections, or personal histories of parents that make children accelerate or decelerate, it is simply demonstrated care.

This basic concept is the greatest argument for student membership in Boards of Education. **Until school districts demonstrate their commitment to students, students will not commit to their educations.** By providing students with an ability to assist in the administration of their own education and the responsibilities and abilities to do so, students provide the commitment to the product of the collaborative effort.

Parents, teachers, and administrators all have forums to express their concerns and needs. Although many students have this opportunity to some extent through public testimony it is not recognized as available and is not a comfortable forum. With no demonstrated administrative desire for feedback from students the perception of the recipients of the education often is one of a disenfranchisement of their own services.

Student Board membership provides the responsibility and demonstrated commitment to students and welcomes and initiates the commitment from students to their own education.

PRELIMINARY BOARD RESEARCH

When considering change in Board structure and proceedings it is important to consider change thoroughly. Once the Board is convinced to consider the establishment of a Student Member position, this is as was mentioned before the greatest step toward effective student membership. However, *agreeing to the aspiration* of establishing a position and *agreeing to the establishment* of a position should be two very different things.

In establishing Student membership a Board faces three main obstacles.

1) Agreeing to a position as a board.

2) Convincing the public of the necessity of the position.

3) Implementing the position into policy and effective administration.

To make sure that the second two challenges will be successful it is necessary that the Board spend a sufficient amount of time assessing and completing the first challenge.

To accomplish this some preliminary research will need to be conducted in order for the board to understand and be able to convey to the community exactly the extent, reach, definition, and responsibility the student position will hold and where it is limited.

BOARD OF EDUCATION GOALS, NEEDS, AND DESIRES

In its research, the board must remember and constantly remind itself that having a student member is a *business transaction*. It may sound crude to put it this way, but in fact a business transaction is exactly what this position entails. **The student will provide a service to the Board in exchange for the Board providing a service to the student** (and respectively both of their constituencies).

Consequently, the first thing that the Board must assess when it agrees to pursue the development of a student member is what the board aspires to receive from this particular transaction. Involved in this is considering all aspects the Board would consider in any normal contract, bid, or any other proposal.

This process begins with:

1) Assessing need,

2) Setting goals, and

3) Surveying availability.

Assessing Need- The most defining aspect of the preliminary research is what the Board feels it needs to improve upon related to youth. Of course, having a student member may not solve all of the concerns related to youth involvement in civics and youth advocacy but it will provide a survey as to the level of commitment and responsibility a board should seek in a student member. The Board should look specifically at any and all issues, concerns, and margins for

improvement related to the performance and success of the students in the district. This of course is very broad and judging by the very definition and commitment of School Boards, all School Board activities would fall under consideration, as they should. This is an opportunity for the Board to assess its downfalls and margins for improvement. Following are questions that would be necessary to ask in this process.

1.) How involved are students in the administration of their education?
    -Do students attend School Board meetings?
    -How much student feedback is received?
2.) How much student transience is experienced?
3.) Are students heavily involved in their community through extrascholastic and/or extracurricular activities?
4.) Is student academic performance optimal?
5.) How well are students prepared for civic involvement and assuming the duties of a citizen?
6.) Are students satisfied with the quality of their education?
7.) Are their generational divides among the community or the education process?
    -What advocacy could students provide?
8.) How successfully does the administration communicate with students?
    -Is hostility experienced between the administration and the students?
    -Does the School Board consistently have an optimal understanding of student positions on issues?
9.) Have students expressed passion for current issues in the past?
10.) How successful are Board meetings?
    -Do they involve the whole community?
    -Do they run smoothly?

Seldom do these questions produce quantitative answers, and often times the qualitative answers received in the majority are long winded, multifaceted, and difficult to research objectively. Nevertheless gaining an understanding of the aforementioned subjects will allow the Board to identify a need for a strengthened student-board relationship and then assess its desired and projected successes.

Setting Goals- Before the Board even considers student membership, its ramifications, and enter into the controversial politics of student participation in civics it is critical to assess the incentive behind any change at all. As a tool it is much more convincing and as a board it will be far more effective if a need and an aspiration is established before a solution is proposed.

Goal setting is an opportunity for boards to assess all of their margins for improvement and means-not-considered try to envision what they see awakening at their ends in the future. Broad goals should be set for student-adult unification, student academic improvement, and community, civic, and citizen commitment.

School Boards are some of the most familiar bodies with strategic plans, and many of these determined needs and projected goals might have been already discussed and even transcribed.

Surveying Availability- Now that objective, widespread needs have been assessed, and full sweeping grandiose programmatic and administrative goals have been aspired it is important to identify a number of these goals as results of this specific recognized solution. It is assured that many if not most of the goals that a board develops, as demonstrated by the *Benefits* section of this book, can be addressed at least partially solved through student board membership. It is important to identify those specific needs that this will attempt to resolve and the goals that student membership will esteem to accomplish for a school district, student body, community, and most directly the board.

Included in this plan is a detail of exactly which services the Board hopes that student membership will provide.

BOARD OF EDUCATION SERVICES AVAILABLE

With every aspired service the realistic and strategic addendums to the desire must be considered before implementation.

Many school districts depending on their geographies, demographics, finances, and facilities may be limited on the extent of service they can offer to their student member.

For example, rural districts or boroughs where schools are spread out in a large geographic area with difficult transportation or assembly of students and representative bodies, it may be difficult to coordinate the attendance of a student member at School Board meetings. These districts may propose instead having regional student representatives call in, may ask for a change of meeting times or location, or even may ask that a written student comment be submitted before the meeting regarding the topics of discussion.

All of these case-specific alternatives and modifications will need to be addressed before any proposal or establishment is attempted. Although geographic considerations may not be able to be modified to cater to a student member, many limitations such as meeting location or meeting time may be able to be altered to cater to this individual.

Many general questions regarding logistics and services can be assessed to generate any surface apparent restrictions or supplements to a position for a student member. The most significant reasoning behind this assessment is to project all of s the needed logistical modifications and the ability to provide those thereof.

1.) Does the School Board meet at a time where youth are available?
    -How does curfew effect meeting times?
    -Will students miss school?
2.) Does the School Board meet at a location that is available to students?
    -Will students need transportation?
    -Does transportation restrict age of applicants?
3.) How will working with a student(s) instead of working for students effect the administration of the meetings?
4.) How will the commitment be structured?
    -Will the student be paid for his/her services?
    -What are the student's responsibilities?
    -Can the student receive the same services other board members do?
    -Where will additional costs be generated?
5.) How will the meetings be coordinated?

-Does the agenda need to be modified to have a youth report?
-What access will the media have to the student member?
-How will seating arrangements be structured?
-How will the student be involved in the speaking order?
-Will the student be included in lobbying visits?

Although it may seem as though there are many logistical considerations as to the services available, many of these are in fact very trivial in the implementation process. It is important, nevertheless, that the Board research these to be aware of modifications and prevent any unexpected limitations based on logistics.

Board of Education and Student Commitment

It is critical in the preliminary process not to forget that in this transaction there are two parties that must have their needs met and concerns addressed. It is important for a Board before implementing a position to ensure that there will be student commitment to that establishment. This of course once again is hard to quantify and it is not at all necessary for this to be emphatically demonstrated through student dedication to civics, but it is important for the School Board to guarantee that through its logistics and framework that students will be able to participate and will want to. To ensure this without too grand speculation it would be advised for the Board to receive advice from students as to the development of their policy and receive ideas on effective implementation.

Formulating Expectations

Now that the Board has all of the needed information to properly structure the implementation of a student position, some very specific decisions will need to be made, the first, and most important beginning with the type of student commitment the Board feels it should establish.

Based on needs, desires, goals, commitment, and services, each Board of Education will have many different capacities to establish a position. The chart on the following page demonstrates the different levels of commitment a board may choose to seek. Although the nomenclature associated with each may surface either negative or positive associations, each is a legitimate, progressive, and in fact terrific step for every School Board.

Since change may be difficult and sometimes resisted by other Board members, the public, or the community, some boards may need to begin with the first step on the ladder. Other boards whose communities have embraced the ideas and already recognize the benefits of Student Board Membership may seek to begin at a more interactive level.

Wherever a Board begins, it is assured that as the student-board relationship develops, so will the commitment. In no way does the expedience or advanced standing of a Board on the ladder set the stage for the success of the position. It is important for the Board to always keep their eyes set on an interactive, effective, and optimal relationship as a goal, but always remember to make sure that each rung is developed to create a foundation for success.

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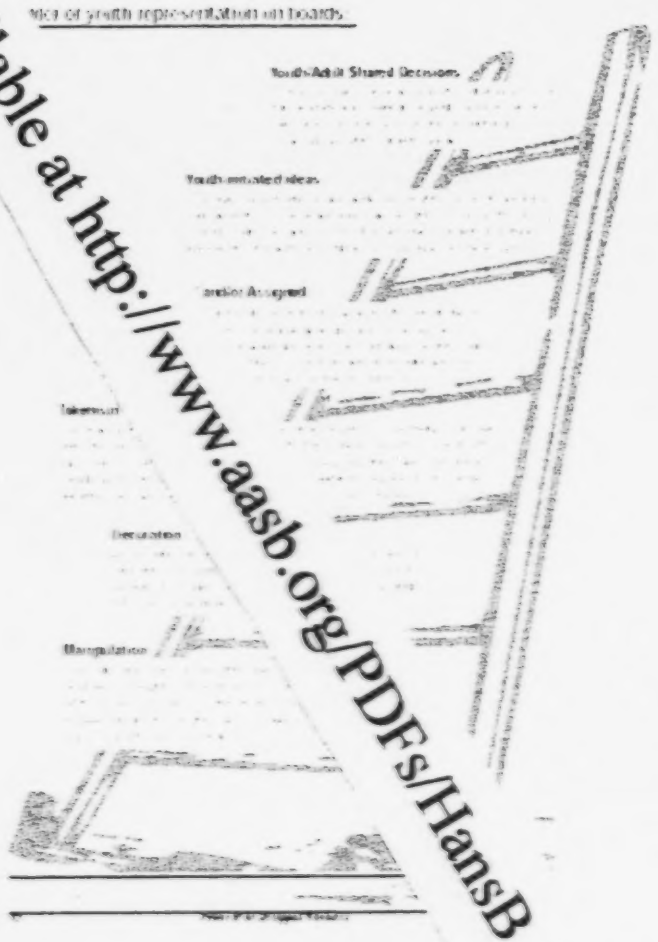

STRUCTURING STUDENT MEMBERSHIP

This is the most important section in this book because the decisions that are made within this chapter will define the successes of the student position. This is also the most exciting process in creating a student position because it allows Board members to strategize creative solutions to complex problems, what School Board members do best. In no way are the ideas or suggestions presented in the following pages a formula or prerequisite to the success of student membership.

This is a board's opportunity to seize an aspiration and formulate it into a working reality. Be certain that entering into this process, a clear vision not only of the future of the composition of the Board of Education, but also of the developments of the School District, and the future of student achievement and success is envisioned.

Beginning to structure student membership is not about modeling other structures in attempt to mimic other successes; it is about envisioning a success and developing a unique structure that will achieve it.

This section will begin with offering several models of School Board Student Membership as case studies to the establishment of future positions and then will study each individual aspect of creating a position and each specific change or definition that needs to be developed.

EFFECTIVE MODELS OF STUDENT BOARD MEMBERSHIP

Although student school board membership is just now becoming a national phenomenon, many student positions have been around for decades. With this extensive history, an examination of several yields a hindsight that can serve as a tremendous tool for future development. Each in its historical development has taken on a seemingly different and varyingly extensive role.

Following are three case studies evolving from the most general policy, most basic election procedure, and least defined representative membership to the most specific policy, most extensive election procedure, and most constituent representative student membership. However, each does justification to the needs and commitment each district has sought and can provide. Each case in its procedure, policy, and configurations are models for any similarly established positions.

***Case Study #1:* Anchorage School District**

Background: The Anchorage School District resides in south-central Alaska and is Alaska's largest demographic district. It is the 82nd largest school district in the nation with just over 50,000 students according to figures from the 2001-2002 school year. The ASD serves 88 schools, 20 of which hold middle and high school students.

Student Membership History: The Student Member position on the Anchorage School Board was established in 1977 through an amendment to School District policy. As an advisory member, the student did not have a seat on the board, but instead was called out of the audience when his/her comment was requested. The student member was selected through the Student Advisory Board that was also simultaneously established composed of student government representatives from every school.

Through its almost 30 year history, this position has developed to where the student now sits physically with the administrative advisors to the board and may comment whenever s/he makes a request to the Board President just as any other board member. The student shares in board lobbying and travel and attends all conferences. The student serves on several board committees and receives all board materials prior to the meeting.

Several amendments have been proposed to the school board to grant the student an advisory vote, however, each time they have been barely defeated.

The Student Advisory Board is essentially the governing student body in the school district and makes policy recommendations that feed up from all of the schools. The Student Member acts as the voice of the district student body and serves as an ambassador to many other organizations.

Current Policy:

173.2 Student Advisory Board

1. A Student Advisory Board consisting of representatives of each secondary school is established. The purpose of the SAB is to advise the Board as to the wants and needs of students. The president of the SAB shall sit as an ex-officio member of the Board at all public sessions of the Board.

(Section 173.2a - Revised September 13, 1993)

2. The School Board may allow for a student representative from the Student Advisory Board to serve as an advisory ex-officio member of the School Board. Selection will be in accordance with procedures developed/established by the Superintendent.

(Section 173.2b - Revised May 8, 1995)

3. The Superintendent shall establish procedures to govern the composition and organization of the Student Advisory Board.

(Section 173.2 - Revised September 13, 1993)

***Case Study #2:* Portland Public School District**

Background: The Portland Public School District resides in northwestern Oregon. As Oregon's largest school district, it has a census of over 55,000 students according to figures from the 2001-2002 school year. The PPS serves over 100 schools, 32 of which are middle and high schools.

Student Membership History: The Portland Public School District originally gained interest in student involvement in school boards when they couldn't seem to find a way to have students actively participate or even attend school board meetings. The School Board had a tremendous vision to have students learn about civics and the responsibilities of a citizen while actively participating and gaining knowledge of the administration and operation of their schools. However, after tirelessly inviting student body presidents and student newspaper editors, they simply could not activate a student attendance.

In the fall of 1997, after many unsuccessful Board attempts, two high school students showed up at a board meeting, uninvited, and gave public comment requesting that the school board begin formal discussions with the students. They encouraged the Board if they were true to their original intentions, to provide an official commitment to students to encourage students to commit to participating in the process.

With the assistance of the administration, the students coordinated the first meeting of SuperSAC, the Superintendent's Student Advisory Council by sending out letters to all of the schools asking for students to attend who were truly committed to developing their educations and the educations of all students. Held in January 1998, the first meeting attracted twenty-five students, and without any advice from the administration, and probably against it, the students decided to continue to meet every week at 6:30 a.m. as a formal body to discuss student concerns and recommendations regarding school and educational development as a body with the presence of the administration at every meeting.

As a consequence of the discussions that occurred in the following meetings, the students proposed that the school board should allow for the students to consistently give comment on any issue related to students that was put forward for review by the School Board through student representation on the Board.

During the development of this position it was proposed by the Board, that the student have an unofficial vote in an advisory manner. The Board also requested that the students craft the method for selection of the student member.

In January 1999, the first student member of the Portland Public School Board was inducted into office.

In its relatively short lifespan respective to the aforementioned student positions, the student contribution to the Board has been tremendous and the commitment of the Superintendent's Advisory Council has remained equally as zealous as in its development. In fact the students are so committed to their work for education, that occasionally when the School Board has not acted as punctually as the students had hoped or been receptive to the student's desires, the students have held rallies and actively lobbied within other legislative bodies to pressure their concerns and needs.

The most recent past student member of the PPS Board of Education in 2001 lobbied the Board to support a policy that now requires the presence of a full voting student member on all district committees.

Words from the Current Student Member: "My job as the student rep is to represent all of the students as the district's #1 student, and as the board of education student representative. The student member has an unofficial vote on all board issues, and receives all of the rights as the other 7 adult members.

I am the third student to hold this position, so it is relatively new, and undefined as of far. The student member is picked by a student body known as the Superintendent student advisory council to serve a tenure of 1-year. This year the board has approved me to sit in on executive session regarding "teacher negotiations" which is a huge move by the board, in showing their real support for student involvement. My duties are as follows: -unite the student body district wide, address students voice on all issues regarding students, being a sound/collective voice for the districts entire student population. Work also includes lobbying legislatures, and educating students on the very intense/complex issues of public education."

Current Policy:

1.20.010 Board of Education

IV. Student Representation. In addition to the seven (7) School Directors, there shall be one (1) Student Representative on the Board of Directors to provide for the efficacious representation of students.

A. Responsibilities. It shall be the responsibility of the Student Representative to represent the student body of the District to the Board and District. Additionally, the Student Representative shall work to increase the engagement and involvement of the student body in educational affairs. The Student Representative shall also represent the District student body to the public at-large.

B. Status. The Student Representative shall be entitled to all the rights, responsibilities, duties, and privileges of a Board Director with the following exceptions:

1. The Student Representative shall not have an official vote in Board matters, but shall be entitled to an unofficial vote recorded in the minutes.

2. The Student Representative shall not be involved in, have an unofficial vote on, or receive materials pertaining to personnel or legal matters except as designated by the Board.

3. The Student Representative shall not participate in or attend Executive Sessions without the consent of the Board.

4. The Student Representative shall not be held

responsible for representing constituencies aside from the District student body.

C. **Eligibility.** The Student Representative shall be a student regularly attending a District high school in grades ten (10) through twelve (12).

D. **Term.** The Student Representative shall serve on the Board for a period of one (1) year.

E. **Advisory Committee.** The Student Representative shall have an Advisory Committee composed of one representative from each District high school. This Committee shall be invited to attend all public Board meetings and shall assist the Student Representative.

F. **Election.** The Student Representative, as the representative of all the District's students, shall be elected by the student body of the District in the following manner:

1. It shall be the responsibility of each District high school student government to provide for the election of a representative from that school to the Student Representative's Advisory Committee. In the event that the student government fails to promptly conduct such an election, the school administration shall ensure that the school student body has representation on the Superintendent's Student Advisory Council and a representative to the Student Representative's Advisory Committee. Any such student chosen by the administration shall not be a candidate for Student Representative, unless such a student shall have been elected by the student body.

2. Superintendent's Student Advisory Council, a council of students from across the District, shall then be convened to elect the Student Representative to the Board from the school representatives. It shall be ensured that the District's entire high school student body is appropriately and equitably represented throughout this process and for the final vote.

3. The power to elect the Student Representative shall be solely vested in the Superintendent's Student Advisory Council; a plurality of votes cast is required to declare the Student Representative Elect. The Council shall also have the sole authority to remove the Student Representative from office. Two-thirds (2/3) majority vote shall be required for impeachment and removal.

4. The election of a Student Representative Elect shall occur at least four (4) months prior to the planned departure of the incumbent. This is in order to facilitate the transition of office and provide for continuous, effective student representation.

5. Notwithstanding section 4 (f) (iv) of this Bylaw, the Council shall expediently fill any vacancy with a temporary appointment to complete the remainder of the term. Such may be done by designating an "alternate" at the time of the designation of the Student Representative Elect.

6. The representatives from each high school to the Board shall serve as the Advisory Committee to the Student Representative, provided for under Section 4 (e) of this Bylaw.

7. In the event that the Superintendent's Student Advisory Council is unable to fulfill its obligations under this Bylaw, either due to its termination or for any other reason, the Council's duties shall be executed by an assembly of representatives of the students of the various schools of the District. Such an assembly shall be democratic and shall be composed in a manner, which

ensures the adequate and equitable representation of the entire District high school student body. However, it shall be the responsibility of the Superintendent to convene a regularly meeting Student Advisory Council.

G. **Delimiter and Definition.** Nothing in Section 4 of this Bylaw shall be construed to conflict with legally given rights, responsibilities, duties, or privileges reserved for the publicly elected Board Directors by State Law. The term "high school" shall be construed in Section 4 of this Bylaw to include all District-operated secondary academic institutions, including any special programs.

(Board policy adopted 6/71; amended 5/21/01)

Case Study #3: **Montgomery County School District**

Background: The Montgomery County School District resides just north of Washington D.C. in Maryland. As Maryland's largest school district with an enrollment of over 138,000 students according to figures from the 2001-2002 school year, MCPS is the 19th largest school district in the nation and the nation's twelfth fastest growing. MCPS serves 190 schools, 58 of which are middle and high schools. Maryland has 24 separated educational jurisdictions over half of which are elected, and the rest are appointed by the governor.

Student Membership History: The Student Board position in Montgomery County is one of the longest lasting and probably the most successful student board relationships showcased in the nation.

In Maryland, as in most other states, it is the State that retains the home rule authority of the school district. Consequently, the composition of the Montgomery County School Board is outlined in state statute, and provides for a seven member school board, two that are at large members and five that are associated with geographic regions, all of which are elected by all of the Montgomery County residents.

The student position was first granted authority in 1978 from the Maryland State Legislature through an amendment to the Education Article of the state statute. This originally provided for a student member with the ability to advise the board through participating in board discussions and reporting on student concerns and happenings. In 1989, through a mobilized student movement toward student member empowerment, the legislature established the student member position as the eighth vote on the Montgomery County School Board. The student was, however, precluded from voting on the operating budget, the capital budget, school boundary decisions, collective bargaining (although the student could fully participate in negotiations), and negative personnel actions (i.e. dismissal of teachers).

In the event of a four vote to four vote tie on the board, which was one major concern of the expansion at the time, it was written that a bill simply will not pass without majority support (the majority being 5 on issues within the students jurisdiction and 4 on issues outside the students voting ability) and has been successful through this method to this day and the discussion has not reoccurred.

In the early 1990's legislation was also passed in the state legislature abolishing the aforementioned prohibited voting matters of the student member, however, an included sunset provision with no retrospective action has since returned

the student position to its 1989 voting authority.

In 2001, a bill was most recently passed in the state legislature awarding each proceeding student member a $5,000 scholarship for higher education, because of their extensive time and energy commitment within the position.

The student member position, holding a one-year term, lasts from July 1st-June 30th and is elected by a popular vote of the entire Montgomery County Secondary student body as prescribed in policy.

Current Policy:

BCB. Student Board Member Election
(Board Policy)

I. Purpose

A. To provide for electing the student member of the Board of Education.

II. Issue

A. The Board of Education should provide a process for the orderly election of a student Board Member.

III. Position

A. All students in middle and high school in the Montgomery County Public Schools are eligible to vote in the election. To serve as a student member of the Board of Education, one must be a bona fide resident of Montgomery County and a junior or senior in high school.

B. When more than two candidates file for election, a convention of delegates from each secondary school shall be convened to reduce the number of candidates to two.

C. Funds will be provided to support the election process.

IV. Desired Outcome

A. To allow all middle and high school students the opportunity to elect the student member of the Board of Education.

V. Implementation Strategies

A. The Superintendent will work with the Montgomery County Region (MCR) of the Maryland Association of Student Councils in order to improve methods used in the school to increase student participation, including provisions for student viewing of the video tape, distribution of the voter's guide, and encouraging students to exercise their franchise.

B. The Superintendent will request the use of the county Datavote equipment and the ballot card reader from the county Board of Election Supervisors.

C. The Superintendent will make staff available to support the election process.

VI. Review and Reporting

A. This policy will be reviewed by the Board of Education, in conjunction with MCR, on an on-going basis in accordance with the Board of Education policy review process.

MS. 3-901.
(Maryland State Statute)

(b) The Montgomery County Board consists of:

(1) 5 elected members, each of whom resides in a different board of education district;

(2) 2 elected members who may reside anywhere in the county; and

(3) 1 student member.

(c) An elected member of the County Board shall be a

registered voter of Montgomery County.

(d) Members of the Montgomery County Board shall be elected at the general election every 2 years as required by subsection f. of this section.

(e) (1) The student member shall be a bona fide resident of Montgomery County and a regularly enrolled junior or senior year student from a Montgomery County public high school.

(2) The nomination and election process shall be as agreed on by the County Board and the Montgomery County region of the Maryland Association of Student Councils. This agreement shall include a process by which to replace one or both of the final candidates if they are unable to proceed in the election. Any student enrolled in a middle or high school in the Montgomery County public schools may:

(i) Nominate a student member candidate;

(ii) Vote for delegates from the student's school, who in turn vote in a nominating convention to reduce to 2 the number of candidates for student Board member if there are 3 or more candidates; and

(iii) Vote directly for 1 of the 2 remaining student Board member candidates.

(3) The candidate receiving the second highest number of votes in the direct election shall become the alternate student member. The alternate shall serve if the student member is unable to complete his elected term.

(4) Except as provided in paragraphs (5), (6), and (7) of this subsection, the student member has the same rights and privileges of an elected member.

(5) Unless invited to attend by the affirmative vote of a majority of the County Board, the student member may not attend an executive session that relates to:

(i) Hearings held under § 6-202(a) of this article; or

(ii) Collective bargaining.

(6) As provided in paragraph (7) of this subsection, the student member shall vote on all matters except those relating to:

(i) § 6-202(a) of this article;

(ii) Collective bargaining;

(iii) Capital and operating budgets; and

(iv) School closings, reopenings, and boundaries.

(7) On a majority vote of the elected members, the Board may determine, on a case-by-case basis, whether a matter under consideration is covered by the exclusionary provisions listed in paragraph (6) of this subsection.

(f) (4) (i) The student member serves for a term of 1 year beginning on July 1 after his election.

(ii) The student member shall be replaced for the remainder of the term by the alternate student member if the student member:

1. Resigns or otherwise is unable to complete the term; or

2. Is removed under the provisions of subsection (g) of this section.

(iii) The elected members of the County Board shall select a student to complete the remainder of the term if the student member is replaced as provided in subparagraph (ii) of this paragraph and the alternate member:

1. Resigns or otherwise is unable to

complete the term; or
2. Is removed under the provisions of subsection (g) of this section.

Analysis: Through granting their student member so many responsibilities, the Montgomery Board of Education has demonstrated a sincere commitment in the abilities of their students to actively participate in the administration of their own education. As a result of this Board commitment, the student members they have had serve on the Board have been extremely committed in all of their participation and tremendous assets to the Board of Education and to the school district. In fact they have found them so valuable as listed before that the Board has sought and been approved to award each proceeding student member with a $5,000 scholarship.

LEGAL ROADBLOCKS

Often times in establishing a student position on a Board of education, the laws relating to its establishment are obsolete, implied, or not mentioned at all in the school district charter or policy document, the municipal charter or code, and even in the state statute or the state constitution. Consequently it is very difficult to foresee or work around legal problems that a board is not aware of. This section will work to highlight any legal problems a board may come upon and demonstrate how infrequently it is a problem.

To begin, when a board has decided to establish a student membership position it has two options.

1.) Establish the position verbally and through practice.
2.) Establish the position through policy.

It is recommended that any board that establishes a student position chooses the latter option to ensure student commitment, however, it is always better if this is not desired to try some type of student involvement than never try any at all. However, should a board choose the latter to ensure the success of their student position, a policy revision or addition will need to be added somewhere.

For School Boards there are three possible places this revision can be made and each will need to be researched to ensure the success of the student position and ensure protection from liability.

1.) State Statute
2.) Municipal/County Code & Charter
3.) School District Charter & Policy

It is important that the Board research each set of documents to find the extent to which a student member can serve. This will vary not only from state to state but also from community to community.

The largest factor determining where the change will need to be adopted is which jurisdiction holds the home rule of the school district. Home rule is a principle that grants a certain body within the state jurisdiction the ability to make local decisions without having to seek permission from the higher body on all items not explicitly prevented or accounted for in the higher body. In many cases, it is the school district that has home rule authority. Yet in some amount of cases it is the municipality, borough, or county that has home rule authority. While in a select amount of states the State legislature has retained home rule authority. Most likely, the board will need only to include the policy change in the governing documents of the body with home rule authority,

however, it may also be acceptable for the school district to pass a student position into policy without the approval of the home ruling body assuming it is a greater body outside the school district. While it may also be necessary for the policy change to be made as well in a higher body than that which holds the home rule.

The importance of legal considerations intensifies with the more responsibilities granted to a student. Usually on Boards of Education, the School Board has members of the administration available for comment. Because of this, the school board can appoint a new member of its meeting advisory panel at any time without policy adoption. It may also create an advisory board composed of students to advise the student representative. Should it desire to have a written policy change, propose a student formal advisory vote, or even pursue partial or full student voting status, it will need to focus more on the legal possibilities of its actions.

School District Home Rule- For School Districts that have home rule authority, a legal policy addition will be very simple and straightforward. The School Board needs only to adopt a memorandum into policy establishing a new section or amending a current section. If the student member is only giving verbal opinion at meetings and reporting on student activities, the Board does not need to be concerned with the regulations of its city council, municipality, county, borough, or legislature. It may also appropriate any needed funds for student travel, scholarship, or student advisory board meetings. If it wishes to grant the student a formal advisory vote it may also do so under its home rule. However, if it wishes to grant partial or full voting rights, it must make sure that before doing so, that school district charter laid out in the county or municipal charter does not specify the qualifications for voting board members, a necessary number of school board members, and the election procedure. Most municipal or county charters do specify this information, so in the case the school board still wants to award voting rights to a student, the municipal or county charter would have to be amended. Of course, many times the state statute also outlines the qualifications and elections procedures for school board members, and in this instance, this code would have to be amended as well. In several California School Districts, the municipal charter has been amended in this manner, and in the aforementioned example of Montgomery County, the Maryland State statue has also been amended to grant students voting rights.

Municipal/County Home Rule- If the School District does not maintain a home rule, a student member can be selected and attend and speak at meetings, but only as a member of the advisory staff or in the same capacity as the public without policy revision. To grant further student rights or responsibilities, the municipality may have to grant approval and the same applies with full voting to the state.

State Home Rule- Although in this case it is the highest body a school district could have presiding over its decisions, this can be an asset to a school board as well. Although without legislative petition, no student could serve in a voting capacity, to grant the student partial or full voting rights would require the least amount of bureaucratic difficulty. A student of course can without state approval again serve in an advisory capacity.

Besides policy difficulties there are several other legal considerations, but none to be any more concerned about.

Incompetence Laws- All states have incompetence laws stating that citizens under a certain age (minors) cannot sign into legal agreements. This holds true as well for your school board. Although the youth member may sign advisory recommendations, resolutions, or legislative recommendations, s/he may not in any capacity sign into any agreement such as a collective bargaining agreement, a personnel contract, or any financial documents. Usually all of these are left up to the superintendent, board president, and treasurer but it is important to remember that under no circumstances may a youth sign into a contract of the board, unless the state legislature through amendment or originally allows for youth to do so. The youth member may not also commit to the same oath of office that board members do with legally binding agreements. The youth board member may take an oath, and is encouraged to do so, but should not be committed to it by a judge as the board is.

Insurance- In an advisory manner, insurance of your youth member will not be a concern. Should your youth have voting capacity, it is important to check your policy to make sure that youth are covered. Most board insurances will not specify a minimum age for board members but it is important to ensure that your youth and your youth's parents are protected.

Example States:

Alaska- Urban School Districts retain home rule. Rural school districts have municipal home rule.

Maryland- State Legislature has home rule authority.

Texas- School Districts have home rule authority.

Developing Roles, Responsibilities & Privileges

It is important that in establishing a student position, that the Board always remembers that having a student member is a service for the board and a service for the student. Consequently, when the Board establishes a student position it needs to have a set of distinct roles, responsibilities, and privileges laid out beforehand for the student (and student advisory board). Of course, once the student comes on board, it is also important for the School Board to meet with the student and go over these specific roles and get the student's feedback on which of these s/he wishes to commit to and if there are additional roles, responsibilities, or privileges s/he desires.

Roles a Board might consider for the Student Member:

- The Student Member should give a student report at every Board meeting. This could include information about student activities including sports, dances, fundraisers, and clubs. This could also include student legislative priorities, student concerns, and requests from students or student governments that the board should consider. The student should also report about his/her own activities within the student position outside the board whether it be speaking at student club meetings, organizing school town meetings, or creating forums (website, etc.) for student concern.
- The Student Member should get a weekly student report from each student body president regarding each week's activities at that particular school.
- The Student Member should create some type of forum for student input either through e-mail, website, weekly district

discussion group, or by phone.

- The Student Member should relay student concerns to the board in a legislative format, proposing changes in policy, administration, or procedure through a Student Memorandum to the Board.
- The Student Member should attend all Board work sessions or committee meetings.
- The Student Member shall receive all of the same materials any other Board Member does on an equivalent time schedule and shall be prepared to comment from a student perspective on every issue before the Board.
- The Student Member shall serve as the student liaison to all School District Departments and shall have departmental personnel available for research and to assist student project priorities should the Board approve them.
- The Student Member should be featured along with other Board members on the school district website and have contact information available for student or parent visitors.
- The Student Member may want to have business cards produced by the district with his/her contact information.
- The Student Member should travel with the Board on lobbying trips and to State and National School Board Conferences.
- The Student Member should have equal announcement of their policy positions in the media, in the minutes, and to the public at the meeting depending on their involvement status.
- The Student Member should have a Student Advisory Board that meets occasionally or regularly to advise him/her on board decisions with representatives from each school.
- The Student Member may want meeting times to be adjusted to after school so that he/she may attend.
- The Student Member should receive a scholarship for college once their term had completed.

CREATING A CANDIDACY

Once the position is established and the institution has developed, selecting a student member is the beginning of the board's relationship. It is important when selecting a student, even though the board has clear expectations and has a defined responsibility for the student already in place, to select a student not because they fit the criteria but for their potential to strengthen the board in every aspect. The following criteria are some of the specific skills to look for in a youth candidate that will complement the position and your board.

- Enthusiasm--The candidate should be excited about the position and ready for the challenge to serve in the position. S/he should be able to dictate their goals in serving in the position and have a determination to succeed. S/he should be motivated to serve.
- Experienced--The candidate should have a thorough background in student leadership and community service. The student should be involved in student government and know how to get results. S/he should have the skills already developed to be successful in the position.
- Commitment--The candidate should be committed to the duties of the position. It is important to choose the best

candidate but not choose someone who is too committed to serve to the full extent of their responsibilities.

- Public Speaking Skills--This student position is not a time to develop skills, only cultivate already acquired ones. Make sure the student is experienced in oration and speaking in public. The student should be outspoken and confident and willing to be assertive.
- Readiness--The student show understanding for the position they are applying for. They should be determined to serve and as independent and self-directed as possible. The more ready student that is selected, the quicker the board-student relationship will develop.
- Connections--Lastly, the more connections the candidate has with other youth and other youth organizations, the broader prospective they will bring, and the more useful they will be. A well-connected youth can bring volunteers to the board and organize youth populations effectively.

Before conducting interviews the board also needs a method of seeking out youth to participate in the interviews. Again there are many means of finding youth from very simple to more complicated measures. The more extensive they are the better youth candidacy a board will find.

- Referrals--Members of the board or employees of the administration are asked to nominate youth that they think would serve well in the position. They are asked to collect a resume or backgrounds from these youth for review.
- Alumni Nominations--Youth that have been involved in the school board before or have been recognized previously by the board in awards or projects are asked to recommend youth they know that would be good candidates.
- Youth Nominations--If the board has a Youth Advisory Board established this board could both determine the method of candidate selection and also the candidates that are chosen. The youth advisory board could make nominations to a board committee or elect a student to the position. Applicants could be taken from within the youth advisory board, without, or both.
- Recruitment--Through word of mouth, employee recommendations, alumni recommendations, and through advertising the position in the local newspapers, school newspapers, and through flyers, candidates would be sought out publicly and extensively.
- District elections--District wide elections would be hosted among schools or in student governments for the position. This would galvanize the entire student body to be involved and also empower the youth in your district behind support for your student member.

There are many ways that the board could conduct the interview process for the position. In any of them it is important to designate one or a few board members that will be present for all of them and ultimately in charge of the decision. Depending on resources available a board can have as extensive or as simple a process as desired. The following are a few effective interview methods from least complicated to most.

- Paper Selection--The board can create a paper application for interested candidates that includes questions that will

reveal whether a candidate possess the aforementioned skills. These applications should be made available to scholastic and extracurricular student organizations, schools, and student governments.

- Telephone Interviews--In addition to paper applications or as a substitute, the board can interview its candidates by phone and evaluate their abilities in that manner. These can also be used to screen applications prior to face-to-face interviews.
- Group Interviews--Either composed of one candidate and many interviewers or many candidates this is an opportunity to evaluate a candidate's interaction in a group setting. It may also be logistically easier to do many candidates at once, or may give the entire board the opportunity to be involved in the interview process. Paper supplements may be of assistance.
- One-on-one Interviews--Having one-on-one interviews conducted by an interview committee or the entire board will provide the most insight into each individual candidate but can be time consuming. Paper supplements may be of assistance

CREATING AN INVITING ENVIRONMENT

Once your student has been selected and all the structures are in place so that a successful adult & student relationship can be created the Board cannot wait for the relationship to automatically develop. It is critical that once the student member is chosen that the Board actively pursue developing a relationship with that student, and welcoming him/her to the board. The introduction stages of a student to the board are not only the most time consuming but also the most important in developing a healthy and productive relationship. All of this will take time, and just as with a new adult board member, it is important that the Board takes the time to update the student member, orient him/her to the board and his/her position, and make him/her feel welcome.

There are three main things a board can do to ensure a successful introduction:

1. Individual Orientation
2. Informal Gathering
3. Public Welcome- Oath of Office, set time in agenda, distinct policy

Individual Orientation- The first interaction the student as to their position should be a one-on-one connection with one of the several individuals they are working with. This Orientation should have at least one board member involved with it the entire time and it is encouraged that the Superintendent be an equal participant. The School Board member will serve as the student's connection to the Board at the first meeting so that the student already feels welcome on the Board and does not feel completely alone or left out in joining an already established group.

The Board member that conducts the orientation must also commit to being the students mentor for the rest of their term. Whenever the student has a question, concern, or need, this Board member will be the student's outlet. Although it is the hope the Orientation will acclimate the student completely to the operations of the Board, there will always be procedures, discussion items, or personal questions not addressed. By having a mentor the student is encouraged to get

all of his/her questions answered without being seen as a burden or worrying about the appropriateness or perceived naivety of his/her question.

The Orientation for the Student Board Member needs to not assume that the student knows anything about School Board structure, School Board roles in governance, or even what a School Board does. (If the Board personally interviewed the student, a little more may be assumed about the student's orientation needs) There are many topics that need to be addressed and probably one hour and a half or two hours should be allotted for the Orientation. The Orientation should be held in the School Board Chambers, the Superintendent's Office, or at least within the School District Administration building. A sample agenda with many, but not nearly all, of the topics that should be discussed follows:

Student Board Member Orientation

1. Welcome

-The School Board Member and Superintendent should introduce themselves and welcome the student to the meeting. They should thank the student sincerely for committing to the position and congratulate him/her for being selected. They should emphasize what an important aspect the student will bring to the meetings and the depth of the investment they are making in the student. They should demonstrate a *commitment* to the student before the Orientation even begins. They should give the student a copy of the written agenda and go over each point and explain a little bit about what they are planning to do.

2. Introductions & Goals

-The School Board Member and Superintendent should give a detailed explanation of their backgrounds, how they came to serve in their positions, and why they are serving in their positions. They should share some goals of what they want to accomplish through the orientation. They should then invite the student to share a personal background and explain his/her goals of why s/he joined the board. The student should also be encouraged to add any topic to the agenda s/he has questions about and does not think is already included.

3. School Boards in General

- A detailed explanation should be prepared to explain to the student the role of school boards in governing. Included in this should be an explanation of the jurisdiction of a school board and what it is permitted to do. Next the student should be told how school boards relate to other lawmaking bodies and how they affect the school board. Home rule should be explained and defined as well as where and when the higher bodies meet. Most importantly the entire framework of a school board should be explained including how legislation gets passed, where it originates, how many votes it needs, how many times it needs to be voted on and how the school board utilizes committees and taskforces to generate and improve legislation.

4. General Board Issues

-As a continuation of the definition of the students understanding of school boards general issues should be discussed that every school board has to deal with. Capital projects, audits, collective bargaining, bond proposals, lobbying, and student expulsions all should be explained in detail and acronyms or school board jargon should be explained.

5. Recent & Significant Board History

-Then to bring the discussion back to the local level by explaining some of the history of the specific school board including famous members, large expansions or changes, and major issues. Lastly a comprehensive recent history of the boar including current issues of contention and proposed projects as well as an update of where the board is in its audit cycle, budget cycle, etc. is important.

5. Roles & Responsibilities

-This discussion should be the most time consuming and most specific section. The student should be shown all of the duties s/he will be responsible for in the student position and how those relate to board activities. The student should see a copy of the policy and know where the position is defined. The student should be given a calendar with any dates of interest such as board meetings, committee meetings, city council meeting, state school board association conferences or meetings, and lobbying visits. The board's responsibilities to the student should also be outlined with an explanation of what the student should expect and when, where, and how their involvement is appropriate.

6. Board Meetings

-An even more specific break down of board meetings should be explained including how they are conducted and what the student's role is at each meeting. The student should learn how to ask to be called on and if there are any times when it is inappropriate to speak.

7. Media

-It is assured that as your student becomes more involved, s/he my get as much media attention as any other board member. For the safety of the student and the board the student should learn about how to properly deal with the media and what their statements mean. They need to know if they are representing the school board or if they are just giving their own opinion when being interviewed. They should know that pleading innocence is an acceptable answer and that some comments could be abused by the press to say something against their intention.

8. Student Resources

-Lastly although your orientation will surely complement the student-board relationship, it is unlikely that every question the student will ever have will be answered. Be sure to tell the student whom s/he can talk to for additional information and contacts for those people. The student should also know the resources that are available within the administration for him/her to use on developing student resolutions and recommendations. The student should get a list of departments, schools, and school board officials and members and their contacts.

9. Additional Questions?

-The last orientation item of course should be an opportunity for the student to ask questions about anything already covered or that wasn't addressed.

10. Conclusion

-Finally, to conclude it would be excellent to thank the student again for attending and explain the next orientation, its logistics and purpose.

Informal Gathering- If it is possible logistically and legally for your board to host an informal gathering with your student this could make the board-student relationship even stronger before formal work begins. This is an opportunity for the board to connect with the student out of the public and

pressured lawmaking scene. By just hosting a half hour session the student can feel instantly welcome and that much more comfortable once it comes time for his/her first board meeting. At the informal gathering, each board member should introduce himself or herself and give a few minute introduction including history on the board, personal background, and interest in public education policy. The student could then give his/her introduction. The important thing to include in an informal gathering is a brainstorming session of the things the student and the board hope to get out of the student position, the expectations each has, and the goals they wish to set.

Public Welcome- After the extensive orientation and the informal board introduction, the student will be well prepared for the first school board meeting. However, it is important that the board make the student feel welcome with the third entity of student involvement, the public. Once the meeting has begun, the board should have a formal ceremony outlined at the beginning of the agenda to swear the student into office. This should be the same oath of office the board members take, unless there are certain extra responsibilities the board wants to add. Because it is not a legal oath, it cannot be conducted by a judge but should instead be conducted by the board president. Following the oath the board should introduce the student formally to the public including their school (and background if desired). Later on in the agenda at a formal time, the student should have the opportunity to give their reported if the board has outlined one and any other public responsibilities.

ASSESSING AFFECTIVITY

Once you have established the student member position on your board it is important to continually asses the success of the positions and the board-student relationship. Each student will be different. Each board will be different. It is critical to institutionalize student board membership reassessment in order to insure the continued success of the position. The following checklist will help the board and the student member to assess the effectiveness of the position and the relationship.

Text Available at http://www.aasb.org/PDFs/HansB_bklt.pdf

BEST COPY AVAILABLE

RESOURCES

In the assessment process or in the establishment of a student position if the board feels a need to consult additional resources, the following organizations have tremendous resources and background in student board membership.

Youth on Board
Provides training, consultation, and publications to involve young people in decision-making.
58 Day Street
P.O. Box 440322
Somerville, MA 02144
(617) 623-9900 x1242
www.youthonboard.org

The Forum for Youth Investment
Helping organizations that invest in youth, invest in change by providing training and partnership tools and resources.
7014 Westmoreland Avenue
Takoma Park, Maryland
20912
(301) 270-6250
www.forumforyouthinvestment.org

Community Partnerships With Youth, Inc.
Provides training or training curriculums, about the role of youth as trustees or as partners in the governing process.
6319 Constitution Drive
Fort Wayne, IN 46804
(219) 436-4402

Activism 2000 Project
Offers books, videos, training, and consulting on youth participation in decision-making processes including free materials and technical assistance.
P.O. Box E
Kensington, MD 20895
1-800-KID-POWER
www.youthactivism.com

At The Table, National 4-H Council
Seeks to advance the youth in governance movement one national level and maintains a database and resources related to youth in governance.
7100 Connecticut Avenue
Chevy Chase, MD
20815
(301) 961-2972

CONCLUSION

Congratulations! Through your leadership you have now empowered a generation of leaders behind you and are bridging one of the largest divides in America. You are ahead of your time in involving youth in governance but because of your prescient intuition, a movement has begun to empower youth as the leaders of today across the nation. Thank you for your commitment to the future of America.

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